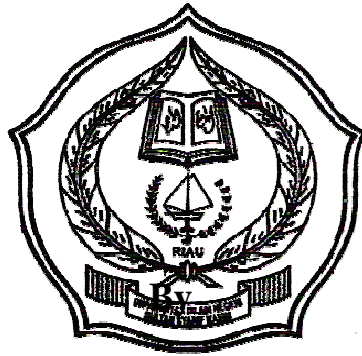


**STUDENTS' ABILITY IN IDENTIFYING PASSIVE VOICE IN  
READING TEXT AT THE SECOND YEAR  
OF SMAN 3 TELUK KUANTAN**



**By**

**SURTI APRILIA**

**NIM. 10514000420**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1432 H/2011 M**

**STUDENTS' ABILITY IN IDENTIFYING PASSIVE VOICE IN  
READING TEXT AT THE SECOND YEAR  
OF SMAN 3 TELUK KUANTAN**

Thesis

Submitted to Fulfill One of Requirements  
for Undergraduate Degree in English Education  
(S.Pd.)



By

**SURTI APRILIA**

**NIM. 10514000420**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1432 H/2011 M**

## **LIST OF CONTENTS**

SUPERVISOR'S APPROVAL.....	i
EXAMINER'S APPROVAL.....	ii
ACKNOWLEDGEMENT.....	iii
PERSEMBAHAN.....	v
ABSTRACT.....	vi
LIST OF CONTENTS.....	ix
LIST OF TABLE.....	xi

### **CHAPTER I INTRODUCTION**

A. Background.....	1
B. Problem.....	4
C. Objective and Significance of the Study.....	5
D. Definition of key terms.....	5

### **CHAPTER II THEORETICAL FRAMEWORK**

A. Theoretical Framework.....	7
1. Nature of Reading.....	7
2. The Nature of Passive Voice.....	16
3. The Uses of Passive Voice.....	18
4. The Characteristic of Passive Voice.....	19
5. The Factors that Influence the Students' Ability in Identifying Passive Voice in Reading Text.....	21
B. Relevant Research.....	23
C. Operational Concept.....	24

### **CHAPTER III RESEARCH METHODOLOGY**

A. Research Design.....	26
-------------------------	----

B. Time and Location of the Research.....	26
C. Subject and Object.....	26
D. Population.....	27
E. Techniques of Data Collection.....	27
F. Techniques of Data Analysis.....	28

#### **CHAPTER IV RESEARCH ANALYSIS**

A. Data Presentation.....	31
B. Data Analysis.....	44

#### **CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion.....	48
B. Suggestion.....	49

#### **BIBLIOGRAPHY**

#### **APPENDICES**

#### **CURRICULUM VITAE**

## **ABSTRACT**

**Surti Aprilia (2011): Students' Ability in Identifying Passive Voice in Reading Text at the Second Year of SMAN 3 Teluk Kuantan.**

Based on the preliminary study, the students of the second year of SMAN 3 Teluk Kuantan were unable to identify passive voice in reading text, even though they have studied passive voice.

The objectives of the research were: (1) To find out the students' ability in identifying passive voice in reading text. (2) To find out the factors that influences the students' ability in identifying passive voice in reading text.

The subject of the study was the second year students of SMAN 3 Teluk Kuantan and the object of this research was the students' ability in identifying passive voice in reading text. The population of the research was all of the second year students of SMAN 3 Teluk Kuantan, the total number of the population was 40. So, the sample of the research was all of the second year of SMAN 3 Teluk Kuantan. In order to collect the data of this research, writer used test and interview. The test was used to find the students' ability in identifying passive voice in reading text. Meanwhile, interview was used to obtain the factors that influence the students' ability in identifying passive voice in reading text.

Based on the recapitulation on the test result and the data analyzed, it was found that the students' ability in identifying passive voice in reading text was classified into poor to average (55.8). The factors that influence the students' ability in identifying passive voice in reading text were low motivation, limited time, intelligence, teachers' method, class condition, environment, family, and peers.

## **ABSTRAK**

### **Surti Aprilia (2011): Kemampuan Siswa dalam Mengidentifikasi Kalimat Pasif didalam Bacaan di kelas dua SMAN 3 Teluk Kuantan.**

Berdasarkan studi pendahuluan, siswa kelas dua SMAN 3 Teluk Kuantan tidak mampu dalam mengidentifikasi kalimat pasif didalam sebuah bacaan. Meskipun mereka sudah mempelajari kalimat pasif

Tujuan dari penelitian ini adalah : (1) Untuk mengetahui bagaimana kemampuan siswa dalam mengidentifikasi kalimat pasif didalam bacaan. (2) Untuk mengetahui faktor-faktor yang mempengaruhi kemampuan siswa dalam mengidentifikasi kalimat pasif didalam bacaan.

Subjek dari penelitian ini adalah siswa kelas dua SMAN 3 Teluk Kuantan dan objek dari penelitian ini adalah kemampuan siswa dalam mengidentifikasi kalimat pasif didalam bacaan. Populasi pada penelitian ini adalah seluruh siswa kelas dua SMAN 3 Teluk Kuantan, jumlah keseluruhan populasi adalah 40. Jadi, sampel pada penelitian ini adalah seluruh siswa kelas dua SMAN 3 Teluk Kuantan. Untuk memperoleh data dari penelitian, penulis menggunakan tes dan wawancara. Tes digunakan untuk mengethaui kemampuan siswa dalam mengidentifikasi kalimat pasif didalam bacaan. Sedangkan, wawancara digunakan untuk memperoleh data tentang faktor-faktor yang mempengaruhi kemampuan siswa dalam mengidentifikasi kalimat pasif didalam bacaan.

Berdasarkan hasil yang didapat, kemampuan siswa dalam mengidentifikasi kalimat pasif didalam sebuah bacaan dapat dikategorikan rendah dengan angka (55.8). Faktor yang mempengaruhi kemampuan siswa dalam mengidentifikasi kalimat pasif didalam sebuah bacaan adalah motivasi rendah, keterbatasan waktu, inteligensi, metode guru, kondisi kelas, lingkungan, keluarga, dan teman.

## ملخص

سورتي أفرليا (2010): مهارة التلاميذ في تعيين الكلمة السلبية في القراءة لتلاميذ الفصل الثاني بالمدرسة المتوسطة العليا الحكومية 3 تيلوك كوانتان.

استناد إلى الدراسة الأولية، كان تلاميذ الفصل الثاني بالمدرسة المتوسطة العليا الحكومية 3 تيلوك كوانتان لا يقدرّون على تعيين الكلمة السلبية في القراءة على الرغم من أنهم قد تعلموها. أهداف هذا البحث هي : (1) لمعرفة كيفية مهارة التلاميذ في تعيين الكلمة السلبية في القراءة، (2) لمعرفة العوامل التي تؤثر مهارة التلاميذ في تعيين الكلمة السلبية في القراءة. الموضوع لهذا البحث تلاميذ الفصل الثاني بالمدرسة المتوسطة العليا الحكومية 3 تيلوك كوانتان و الهدف مهارة التلاميذ في تعيين الكلمة السلبية في القراءة. الأفراد لهذا البحث جميع تلاميذ الفصل الثاني بالمدرسة المتوسطة العليا الحكومية 3 تيلوك كوانتان، وكان مجموع الأفراد 40 تلميذاً، إذن تكون عينة هذا البحث جميع تلاميذ الفصل الثاني بالمدرسة المتوسطة العليا الحكومية 3 تيلوك كوانتان. لنيل البيانات لهذا البحث، استخدمت الباحثة الاختبار و المقابلة. استخدم الاختبار لتعيين الكلمة السلبية في القراءة، بينما المقابلة استخدمت لنيل البيانات عن العوامل التي تؤثر مهارة التلاميذ في تعيين الكلمة السلبية في القراءة. بناء على النتائج المكتسبة، أن مهارة التلاميذ في تعيين الكلمة السلبية في القراءة يمكن تصنيفه ضعيف بالنتيجة (55.8). العوامل التي مهارة التلاميذ في تعيين الكلمة السلبية في القراءة هي ضعف الدوافع، محدودية الأوقات، المهارة، طريقة المدرس، ظرف الفصل، البيئة، الأسرة و الأصدقاء.

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background**

English has a very important role and it has become an important language in globalization era. This is because of English as an international language, which is used to communicate and interact among people from many countries in the world. Syafi'I (2007:97) also points out that, nowadays, the mastery of English is a must if one does not want to be left out, especially in term of information and technology.

Learning a foreign language is related to learning one or more language skills, namely listening, reading, speaking, and writing. There is one basic element that should be mastered in learning the four skills, that is grammar. According to Manser (1991:182), grammar is rules for forming words and making sentences. So, grammar is one of the important language components in learning English. By studying grammar, the students are expected to use language correctly.

Mastering grammar would be useful on the basis for good writing, speaking, and reading skills. It means that mastering English grammar is a necessary in developing English skills. Hornby (1986:51) states that the learners who wish to speak and write in English are rightly concerned with grammatical



correctness. Swan (1980:456) states that grammar is the rules that make words change and show different meanings and how they are combined into sentences.

SMAN 3 Teluk Kuantan is one of senior high schools in teluk kuantan. In SMAN 3 Teluk Kuantan, teachers use KTSP (Educational Unit Level Curriculum) that the teacher must make the lesson plan alone based on the curriculum. In the curriculum it is stated that there is base competence. Based on the syllabus BSNP (2006:12), the base competences of English are expressing the meaning and rhetorics in essays, using written language accurately, fluently, and acceptable in meaningful context of daily life and accessing knowledge in narrative text, descriptive text and news item that involves narrative text, descriptive text, news items, passive voice, and reported speech. In analytical text, author always uses passive sentence. Students should understand passive sentence firstly to understand the text more easily.

Based on the previous observation and past experience, many students of SMAN 3 Teluk Kuantan were still confused about passive voice and difficult in differentiating between passive voice and active voice in text. So that, the students were difficult to understand analytical text.

The complexity rules of English passive voice are very important since it is mostly used in oral and written. Frank (1986:77) says that passive voice is usually found in texts, report, technical journals, and news papers. Furthermore, Swan (1980) says that passive is very common in scientific writing. When teaching and learning process especially in reading text, teacher usually use fairly

talk, magazine, journal paper, newspaper and etc to make the students interested in reading the text. Teachers give explanation about passive voice to the students repeatedly, and the teachers also give exercise about passive voice, in order that the students understand and are not confused about material, as like in language features from analytical text. But, in fact some students cannot identify passive sentence in the text given. It can be seen in the following phenomena:

1. Some of the students cannot determine the sentence type in text.
2. Some of the students cannot differentiate between passive voice and active voice of the text.
3. Some of the students cannot identify the subject of the passive voice.
4. Some of the students are not able to identify passive voice using “be”
5. Some of the students are not able to identify passive voice using to be (am, is, are, was, were, been)

Based on the phenomena above, the writer is interested to conduct a research entitled:” **STUDENTS’ ABILITY IN IDENTIFYING PASSIVE VOICE IN READING TEXT AT THE SECOND YEAR OF SMAN 3 TELUK KUANTAN.**”

## **B Problem**

### **1. The Identification of the Problems**

Based on the background of the problem supported by the above phenomena, it is clear that most of students still have obstacle in English, especially in identifying passive voice, thus the problems of this research are identified in the following identification:

- a. What causes some of the students not understand about passive voice?
- b. What are the factors that influence the students ability in identifying passive voice in reading text?
- c. How is the students ability in identifying passive voice in reading text?
- d. Why can some of the students not identify passive voice in reading text?
- e. Why can some of the students cannot change subject in active voice to become an object in the passive correctly?

### **2. The Limitation of the Problems**

There are many problems concerned to this research. Therefore, to clarify this research, the writer limits the problem to “Students’ ability in identifying passive voice in reading text of analytical exposition text”.

### **3. The Formulation of the Problem**

The problems are formulated as follows:

- a. How is the students’ ability in identifying passive voice in reading text at the second year of SMAN 3 Teluk Kuantan

- b. What are the factors that influence the students' ability in identifying passive voice in reading text at the second year of SMAN 3 Teluk Kuantan?

### **C. Objective and Significant of the study**

#### **1. The Objective of the study**

- a. To find out the students ability in identifying passive voice in reading text.
- b. To find out the factor cause the students ability in identifying passive voice in reading text.

#### **2. The Significance of the study**

- a. To enlarge the writer's knowledge on research methodology, especially the research on English language teaching and learning..
- b. To give a bit of contribution to the students, especially for those who study at the second year of SMAN 3 Teluk Kuantan.
- c. To fulfill the partial requirements for undergraduate program (Tarbiyah and Teacher Training Faculty) UIN SUSKA RIAU.

### **D. Definition of key terms**

In order to avoid misunderstanding and misinterpretation in this research, the definition of the terms is importantly viewed to clarify.

#### **1. Ability**

Ability means capacity or power to do something. It is also cleverness, intelligence and talent. In this research, it is the ability in identifying passive voice in reading a text.

## 2. Identifying

Identifying defines that identifying is to show, prove, etc who or what somebody or something is recognized as being the specified person or thing.

## 3. Passive Voice

Passive voice is form of the verb used when the grammatical subject is affected by the action of the verb.

## 4. Reading

Reading is very important, as a mean of seeking knowledge. Reading is one of the four language skills.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **A. Theoretical Framework**

##### **1. The Nature of Reading**

Reading is a complex process. It requires readers to bring their own knowledge of language to print page, to recognize that print meaning bearing words, sentence and paragraphs and finally to author's message. Burnes and Pages (1985:45) assert that reading is not just an active process, but also interactive one.

Reading is an activity characterized by the translation of symbol, or letter, into words and sentences that communicate information and mean something to the reader. The goals of reading are wide-ranging, but essentially the reader aims to understand the meaning of a written text, evaluate its significance and use what he or she has read to enhance his or her knowledge, effectiveness, or pleasure.

From the definition above, it can be stated that reading is a process. It is because readers are expected to seek information from the reading materials. In reading activities, there is also an interaction or communication indirectly between the readers and the writers.

##### **Kinds of Reading**

There are four different kinds of reading

1. Skimming

Skimming is looking over something very quickly, just to get an idea of what the entire piece is about.

2. Scanning

Scanning is similar to skimming, but you are looking for something particular in the reading.

3. Extensive reading

Extensive reading is reading long pieces either for pleasure or information, such as novels.

4. Intensive reading

Intensive reading is reading shorter pieces, such as articles in a magazine or newspaper or your favorite recipe.

### **Reading in Curriculum of SMA**

As stated in the 2004 curriculum of SMAN, which is revised in 2006, SMA students have to deal with transactional and functional texts. A transactional text is described as the texts which have interactive purpose. The function of these types of the texts is to accommodate communication and to get things done. It is more as a medium of conveying ideas over a matter or topic.

On the other hand, functional texts are described as texts used for descriptive purpose. Here students have to deal with genre of the texts. Genre means the type of text they have to understand and comprehend.

The genre of the texts that the students have to deal with are (National Curriculum : 2006) :

### 1. Narrative

It is the type of text that is related to story, both fiction and nonfiction. In this case included, short story.

The generic structure of narrative usually has four components, they are:

- a. Orientation : Introduces participants/character (who), set the scene (when, where).
- b. Complication : Development of a crises, a crises arises, something happened unexpectedly.
- c. Resolution : Solution of the crisis.
- d. Re-orientation : Closing to the narrative (optional)- coda: changes of characters, lesson taken from the story.

The language features of narrative, they are:

- a. Certain nouns are as pronoun of personal, animal, certain thing in a story.
- b. Adjectives that form noun phrases.
- c. Time connectives and conjunction to arrange the events.
- d. Adverb and adverbial phrase to point the place of event.

### 2. Recount

It is used to tell past experience.

The generic structure of recount usually has three components, they are:



- a. Orientation : Provides information about the setting (when and where) and introduces participants/character (who).
- b. Events : Tell what happened, in temporal sequence (personal comment/expression of evaluation).
- c. Re-orientation : (optional): closure of event, e.g. comments of conclusion.

Language features of recount, they are:

- a. Noun and pronoun as substitution of person, animal, involved thing.
- b. Specific participant.
- c. It usually uses simple past tense.

### 3. News items

It is used to report to the readers, listener or viewers about events of the day which are considered newsworthy or important. The example of these text is the article in printed media.

The generic structure of news item usually has three components, they are:

- a. News item newsworthy events : Recounts of the event in summary form.
- b. Background event : Elaborate what happened, to whom, in what situation/circumstances.
- c. Sources : Original comments by participants, witnesses to and expert on the event.

Language feature of news item, they are:

- a. Language features of news item short, telegraphic information about story captured in headline.
- b. It uses of material processes/action verbs to retell the story or event.
- c. Use of projecting verbal process in sources stage.
- d. Using adverb.
- e. Focus on circumstances.

#### 4. Report

It is used to document, organize and store factual information on a topic is used to classify and describe the phenomena of our world to talk about a whole class of things.

The generic structure of report usually has two components. They are:

- a. Report general classification : tells what the phenomenon under discussion.
- b. Description : Describes the phenomenon in terms of parts, qualities, habits or behaviors.

Language features of report, they are:

- a. Language features of report generalized participants.
- b. Action verbs/material processes simple presents tense.
- c. Language for defining, classifying, comparing, and constructing.

#### 5. Procedure

It is used to inform and to direct someone on how to do or make something, or how to achieve a goal. The example is the instruction.

The generic structure of procedure usually has three components, they are:

- a. Procedure goal : purpose of doing something.
- b. Materials : Things needed to realize goal.
- c. Steps : Things to do to realize goal.

Language feature of procedure, they are:

- a. Language features of procedure generalized participants.
- b. The readers or the person following the instructions is referred to in general way or is not mentioned.
- c. Temporal sequence/adverbial of time. It usually uses simple present tense.
- d. Action verb/material processes.

## 6. Spoof

This type of the text is related to the re-telling of one event or memory. It is like re-calling certain fact. The example is experience.

The generic structure of spoof usually has three components, they are:

- a. Spoof orientation : Provides information about the setting (when, where) and introduces participants/character (who).
- b. Events : Tell what happened, in temporal sequence (personal comment/expression of evaluation).
- c. Twist : Unexpected ending or funny..

Language features of spoof, they are:

- a. Language features spoof focus on person, animal, certain thing.

- b. Use of action verbs.
- c. Using adverbs of time and place.
- d. It usually use of simple past tense.

## 7. Anecdote

It is funny story that has double purpose, one to entertain and on the other hand to give guidance, example or teaching about certain fact.

The generic structure of anecdote usually has five components, they are:

- a. Anecdote abstract : Signals the retelling of an unusual incident.
- b. Orientation : Set the scene (when, where).
- c. Crisis : Provides details of the unusual incident.
- d. Reaction : Reaction to crisis.
- e. Coda : (optional) reflection on or evaluation of the incident.

Language features of anecdote, they are:

- a. Language features of anecdote use of material processes/action verbs to tell what happened.
- b. Use of exclamation.
- c. Use of temporal conjunctions.

## 8. Expository

This type of text exposes certain fact or problem in various topic concerning human life for public discussion. This type includes campaign program.

Expository has two kinds, they are:

- a. Hortatory exposition

Exposition (hortatory) to persuade the reader or listener that something should or should not be the case, the reader or listener is persuaded to agree with the writer's or speaker's point of view/thesis.

The generic structure of hortatory exposition usually has three components, they are:

- a. Thesis : Announcement of issues concern.
- b. Arguments : Reason why there is concern leading to recommendation.
- c. Recommendation : Statement of what ought not to happen.

Language features of hortatory exposition, they are:

- a. Language features of hortatory exposition focus on generic human and non human participants.
  - b. Use of mental processes to state what writer thinks or feels.
  - c. Use of material processes/action verbs to state what happen.
  - d. Use of relational processes.
  - e. Use of simple present tense and modals.
- b. Analytical exposition

Analytical exposition is a type of spoken or written text that is intended to persuade the listener or readers that something is the case. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case. This type of text can be found in scientific books, journal, magazines,

newspaper articles, academic speech or lectures, research report, etc. analytical exposition are popular among science, academic community and educated people.

The generic structure of analytical exposition usually has three components, they are:

- a. Thesis : Introduces the topic and show speaker or writers position; Outlines of the arguments are presented.
- b. Arguments : It consists about point and elaboration.
  - 1) Points: States the main argument.
  - 2) Elaboration: Develops and support each point of argument.
- a. Reiteration/conclusion : Reiteration (restatement), restates speaker or writer's position.

Language features of analytical exposition, they are:

- a. An analytical exposition focuses on generic human and non human participants.
- b. It uses mental processes. It is used to state what the writer or speaker thinks or feels about something. For example: realize, feel, etc.
- c. It uses emotive and evaluative words.
- d. It often needs material processes. It is used to state what happen, e.g. has polluted...etc.

- e. It usually uses simple present tense and present perfect tense of passive sentence.
- f. Enumeration is sometimes necessary to show the list of given arguments.

Based on the explanation above, there are 10 types of text. They are narrative, recount, news item, report, procedure, spoof, anecdote, expository, hortatory exposition, and analytical exposition. But, in this research the writer focused on analytical exposition text.

## **2. The Nature of Passive Voice**

Passive sentences is one of language features of analytical exposition text. That is why students should know and can identify it in reading text

Passive voice is known as one of the characteristics of a language. The use of passive voice is very popular in both daily conversation and many different reading books. In Indonesian, the form of passive voice is well known as “kata kerja berawalan di”.

Pyle (1995:167) says that a sentence can be either in the active or passive voice. In an active sentence, the subject performs the action. In a passive sentence the subject receives the action.

Further more, A. Pyle and Munoz Page (1982:168-169) states the steps how to form a correct passive voice as rules in Bahasa Indonesia or English follows:

- a) The complement of the active sentence is placed at the beginning of the passive.
- b) If the active sentence uses an auxiliary verb, the auxiliary should be placed after the new subject agreeing in number with the subject.
- c) Insert “be” after auxiliary.
- d) Place the subject of the active sentence become the object in passive preceded by the preposition by.

Dealing with this, (Lado, 1986:39), also gives some rules how to form passive voice, they are as follows:

- a) The active sentence has to have the object (the verb used should be transitive).
- b) The object in active sentence becomes the subject in passive.
- c) The verb in passive should be substituted into past participle preceded by *to be*.
- d) The tenses in passive should be agreeing with the active sentence.

For example:

- My brother helped mother  
S                  V                  O
- Mother was helped by my brother  
S                  V                  O



Based on the sentence above, the object of an active sentence becomes the subject of a passive voice, and the subject of an active sentence is the object of by in the by-phrase in a passive sentence.

### 3. The Uses of Passive Voice

According to Martinet and Thomson (1986:266) the passive sentence is used:

- a. When we do not know, or do not know exactly, or have forgotten who did the action, example:

You will be met at the station.

- b. When the subject of the active verb would be 'people', example:

He is suspected of receiving stolen goods.

- c. When the subject of the active sentence would be the indefinite pronoun one:

One sees this sort of advertisement everywhere would usually be expressed, example:

This sort of advertisement is seen everywhere Or

You see this sort of advertisement everywhere.

- d. When we are more interested in the action than the person who does it, example:

The house next door has been bought (by a Mr. Brown)

- e. The passive voice may be used to avoid an awkward or ungrammatical sentence. This is usually done by avoiding a change of subject, example:

When he arrived home a detective arrested him.

- f. When it is not necessary to mention the doer of the action as it is obvious who he is/was/will be.

Example:

The rubbish hasn't been collected.

- g. The passive voice is sometimes preferred for psychological reasons.

Passive sentence is also used in scientific writing. Swan (1980:6), says that passive sentence is very common in scientific writing, especially in reports on research. Frank (1986:77) states that passive is impersonal, it means they are usually found in the text, report or technical journal or in newspaper. It can be concluded that passive sentence is usually more in written form.

#### **4. The Characteristics of Passive Sentence**

Passive sentence has some characteristics. The characteristics of passive sentence are:

- a. The object in active sentence will be the subject in passive sentence.  
The subject in active sentence will be the object in passive sentence by using 'by'.

Example: - Sintia sold the computer (active)

- The computer was sold by Sintia (passive)

According to Azar (1981:125) a passive verb is followed with a 'by phrase' only if it is important to know who performs an action. Usually the 'by phrase' is omitted from a passive sentence. The passive is most frequently used when it is not known or not important to know exactly who performs an action.

b. The use of "be + Past Participle (transitive verb)". Students will recognize passive sentence if they find "be + past participle" in a sentence. "Be" that is used can be in present (is, am, are), past (was, were), perfect (has been, have been, had been) and future (will be, shall be). "be" can be also used in progressive (am being, is being, are being, was being, were being).

c. Modal auxiliary + be + past participle.

If the active sentence does not have form of "be", but it has modals, we can add "be" after modals to construct passive sentence.

d. Direct and Indirect Object

Sometimes there are two objects in a sentence, Alter (1991:219) they are the direct object and indirect object. In this case the passive sentence can be formed as follows:

Example : - He gives the woman some money  
Indirect                  Direct

- The woman is given some money by him (passive)
- Some money is given to the woman by him (active)

### **5. The Factors that Influence the Students' Ability in Identifying Passive Voice in Reading Text.**

There are many factors that influence the students' ability in identifying passive voice, they are:

- a. The internal factors that covers all one's selfness.
- b. The external factors that covers the outside of the one's selfness.

According to Muhibbin Syah (2004) in Yulia (2009:9), the influential factors in learning are:

- a. Internal factors

#### **1). Motivation**

Students who have low motivation in learning will make their achievement low. Because motivation is an essential factor to make teaching and learning more effective and efficient.

#### **2). Adequate time**

By doing many discussing or exercises, when students are in the classroom or when they are in the house. It will make them more able to master the materials.

#### **3). Attitudes**

How good students attitudes when they listen to the teachers explanation about material. It will influence their understanding and achievement in learning process.

#### 4). Intelligence

The success of students in their learning is influenced by intelligence factor. By having good intelligence, it will make teaching and learning process more effective.

### b. External Factors

#### 1). Teacher

Teachers' factor and the way of teaching are important factor, which influence of learning. How teacher's attitude, knowledge and also how the teacher's teaching orientation also influence students' achievements.

#### 2). Parents

The students who have supports from their parents to study English will make them motivated in learning process. And students who do not have support from their parents will make them have low motivation.

#### 3). Peers

By having good peers, it will make a learning process more effective and efficient. So, peers strategies will influence a succes of the students in their learning.

#### 4). Environment

School environment, which complete equipments, facilities and added by good way in learning will make students easier in learning process.

In analytical texts, author frequently uses passive voice. So, students should understand passive voice firstly to understand the text more easily. So, if the students do not understand passive voice, students find difficult to understand analytical exposition texts.

### **B . Relevant Research**

As a matter of fact, there are some studies about passive voice, they are:

1. Bambang Sulistyo (2003), the research title was A Study on The Ability of the second year students of SMPN 1 in Transforming Active Voice into Passive Voice. In this research, he took 70 students to be his sample of research from 210 total populations. He found that the ability of the students was classified into average category (59.61%).
2. Merina Septy (2009), the research title was Error Analysis of Constructing English Passive Voice at the Eleventh Grade Students of SMAN 2 Mandau. In this research, she took 15% of the population as sample. The techniques of data collection employed were test and interview. Based on the writer investigation, most of the students of AMAN 2 Mandau often made errors in constructing passive voice using simple past tense, present continues tense, and past continuous tense.

3. Epi marlianti (2001) in her quantitative research, she focused her research on the ability of the third year students of SMKN 2 Pekanbaru in constructing English passive voice. In her research, she found out that the students ability in constructing passive voice is in poor level, because the average score of the students is 50 in this research, the writer took 110 students to be her sample of research. The total number of population was 367 students; in this case, the writer gave suggestion as follows: the English teacher should explain clearly about simple past tense, past continuous tense and past perfect tense to the students. The students had to be trained to apply the pattern of passive voice. The English teachers expected to give the students remedial teaching about the topic of passive voice.

### **C. The Operational Concept**

Operational concept is one of the elements in avoiding misunderstanding and misinterpreting in conducting the study. To measure the student's ability in identifying passive voice in reading text at the second year of SMAN 3 Teluk Kuantan, the writer set the indicators are as follows:

1. The students are able to identify passive voice which use be + Verb III
2. The students are able to identify passive voice which use auxiliary + be + Verb III.

While, to indicate that influenced factors of the student's ability in identifying passive voice in reading text at the second year of SMAN 3 Teluk Kuantan, the indicators used were as follows:

A. Internal factors

1. The students did not pay attention when the teacher explained material about passive voice.
2. The students were not motivated in learning passive voice.
3. The students could not change the verb into past participle.
4. The students seldom reviewed the lesson.

B. External factors

1. The students did not feel comfortable in the classroom when passive voice was being taught because of noise.
2. The students did not enjoy the class because of the teacher's method in teaching was not interesting and monotonous.
3. The students were not supported by their parents in learning English.



## **CHAPTER III**

### **THE RESEARCH METHODOLOGY**

#### **A. The Research Design**

This research was descriptive research. It described the students' ability in identifying passive voice in reading text.

#### **B. The Time and Location of the Research**

This research was conducted at the second year of SMAN 3 Teluk Kuantan, which was located on Lintas RAPP/DPN Teluk Kuantan Street, Kopah, on Desember 2010.

#### **C. The Subject and Object of the Research**

##### **a. Subject of the research**

The subject of the research was the second year students of senior high school 3 teluk kuantan.

##### **b. Object of the research**

The object of this research was the students ability in identifying passive voice in reading text at the second year of SMAN 3 Teluk Kuantan.

#### **D. The population and sample of the research**

Gay (1987:102) states that population is the group to which the result of the study are intended to apply. The population of this research was all the second year of SMAN 3 Teluk Kuantan. The population consisted of two classes, they were class A (20 students) and class B (20 students). So, the total of population is 40 students. Arikunto (2002:112) says that if the amount of the subject is less than 100, it is better to take all the population. So, in this research the writer took all the population as sample.

**Table III.1**

**The population and sample at the second year of SMAN 3 Teluk kuantan**

<b>No</b>	<b>Class</b>	<b>Population</b>	<b>Sample</b>
<b>1.</b>	<b>A</b>	<b>20</b>	<b>20</b>
<b>2.</b>	<b>B</b>	<b>20</b>	<b>20</b>
	<b>Total sample</b>		<b>40</b>

#### **E. The technique of data collection**

This research needed the data, so to get data needed, the writer used some techniques as follows:

##### **a. Test**

The form of test was underlining the the correct passive voice in reading text. The test items were taken from text book of senior high school.

The test was given to the students as the instrument of the research;

The writer conducted the test:

1. Giving test to the students
2. Explaining to the students what they should do.
3. The students must understand about the text.
4. Underline the passive voice in reading passive voice.

#### **b. Interview**

Through this technique the writer directly interviewed the students about the factor that influence ability in identifying passive voice in reading text. Arikunto (2006:155) states that interview is a dialogue between interviewer and object people in order to find information from them. Researcher used interviewer to know someone condition, example to find the data about student's background, parents, education, behaviour. This technique was used to support information from the students about the factors that influence the students' ability in identifying passive voice in reading text. was used to obtain some data by asking some question directly to the students.

### **F. The technique of data analysis**

In order to find out the students ability in identifying the passive voice in reading text, the writer scored the result of the test by using the following formula:

$$M = \frac{X}{N} \times 100\%$$

Where:

$M$  = Individual scores

$X$  = Correct answer

$N$  = Number of items

The mean score was calculated by using the following formula:

$$M = \frac{\sum fx}{N}$$

Where:

$M$  = mean Score

$\sum fx$  = Total Score of Students

$N$  = Number of the Students

Then, these scores were classified according to the level proficiency

(Harris,1974:134)

**Table III.2****The classification of level proficiency**

No	Score	Classification of mastery
1	80-100	Good to excellent
2	60-79	Average to good
3	50-59	Poor to average
4	0-49	poor

Finally, to obtain the percentage of the classification of the students' ability in identifying passive voice in reading text, the writer used the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Number of frequency

N = Total number of respondents

(Anas Sudijono, 1987:43)

## **CHAPTER IV**

### **THE DATA PRESENTATION AND ANALYSIS**

#### **A. The Data Presentation**

This research focused on the descriptive study. In this research, the writer used two instruments to collect the data. There were test and interview. The test was used to find out the students ability in identifying passive voice in reading text, and the interview was used to obtain the data about the factors that influence the student's ability in identifying passive voice in reading text.

##### **1. The data presentation of test**

The writer gave the real test to 40 second year students of SMAN 3 Teluk Kuantan. After the students answered the test, the writer used wayan formula in order to find out the individual scores of the students. In the following table IV.2, we can see the students' individual sores and determine their ability level

The result of the statically analysis was presented based on formulation of the problem, which was previously listed in chapter 1. for the students who were able to answer each item accurately, the writer gave score 1 for each item and for those who did not complete them get 0. Therefore, the students should answer all of the items as their own understanding about passive voice in reading text.

The result of the test of passive voice can be seen as follows:

**Table IV.1**

**The result of the test**

<b>Students</b>	<b>Correct Answer</b>	<b>Score</b>	<b>Classification</b>	<b>Percentage</b>
<b>S34</b>	<b>17</b>	<b>85</b>	<b>Good to excellent</b>	<b>7.5%</b>
<b>S3</b>	<b>16</b>	<b>80</b>	<b>Good to excellent</b>	
<b>S25</b>	<b>16</b>	<b>80</b>	<b>Good to excellent</b>	
<b>S5</b>	<b>15</b>	<b>75</b>	<b>Average to good</b>	<b>40%</b>
<b>S22</b>	<b>15</b>	<b>75</b>	<b>Average to good</b>	
<b>S1</b>	<b>14</b>	<b>70</b>	<b>Average to good</b>	
<b>S11</b>	<b>13</b>	<b>65</b>	<b>Average to good</b>	
<b>S16</b>	<b>13</b>	<b>65</b>	<b>Average to good</b>	
<b>S17</b>	<b>13</b>	<b>65</b>	<b>Average to good</b>	
<b>S21</b>	<b>13</b>	<b>65</b>	<b>Average to good</b>	
<b>S26</b>	<b>13</b>	<b>65</b>	<b>Average to good</b>	
<b>S28</b>	<b>13</b>	<b>65</b>	<b>Average to good</b>	
<b>S33</b>	<b>13</b>	<b>65</b>	<b>Average to good</b>	
<b>S7</b>	<b>12</b>	<b>60</b>	<b>Average to good</b>	
<b>S13</b>	<b>12</b>	<b>60</b>	<b>Average to good</b>	
<b>S19</b>	<b>12</b>	<b>60</b>	<b>Average to good</b>	

<b>S31</b>	<b>12</b>	<b>60</b>	<b>Average to good</b>	
<b>S36</b>	<b>12</b>	<b>60</b>	<b>Average to good</b>	
<b>S39</b>	<b>12</b>	<b>60</b>	<b>Average to good</b>	
<b>S9</b>	<b>11</b>	<b>55</b>	<b>Poor to average</b>	<b>25%</b>
<b>S4</b>	<b>11</b>	<b>55</b>	<b>Poor to average</b>	
<b>S24</b>	<b>10</b>	<b>50</b>	<b>Poor to average</b>	
<b>S2</b>	<b>10</b>	<b>50</b>	<b>Poor to average</b>	
<b>S12</b>	<b>10</b>	<b>50</b>	<b>Poor to average</b>	
<b>S15</b>	<b>10</b>	<b>50</b>	<b>Poor to average</b>	
<b>S20</b>	<b>10</b>	<b>50</b>	<b>Poor to average</b>	
<b>S29</b>	<b>10</b>	<b>50</b>	<b>Poor to average</b>	
<b>S30</b>	<b>10</b>	<b>50</b>	<b>Poor to average</b>	
<b>S40</b>	<b>10</b>	<b>50</b>	<b>Poor to average</b>	
<b>S8</b>	<b>9</b>	<b>45</b>	<b>Poor</b>	<b>27.5%</b>
<b>S18</b>	<b>9</b>	<b>45</b>	<b>Poor</b>	
<b>S35</b>	<b>9</b>	<b>45</b>	<b>Poor</b>	
<b>S4</b>	<b>8</b>	<b>40</b>	<b>Poor</b>	
<b>S10</b>	<b>8</b>	<b>40</b>	<b>Poor</b>	
<b>S23</b>	<b>8</b>	<b>40</b>	<b>Poor</b>	
<b>S27</b>	<b>8</b>	<b>40</b>	<b>Poor</b>	
<b>S32</b>	<b>8</b>	<b>40</b>	<b>Poor</b>	



<b>S37</b>	<b>8</b>	<b>40</b>	<b>Poor</b>	
<b>S6</b>	<b>7</b>	<b>35</b>	<b>Poor</b>	
<b>S38</b>	<b>7</b>	<b>35</b>	<b>Poor</b>	

The table showed that three students (7.5%) got the score of 80 and 85. they belong to Good to excellent category. Two students got the scores of 75, one student got the scores of 70, seven students got the scores of 65, six students got the scores 60. Therefore, sixteen students (40%) belong to average to good category.

Three students got the scores of 55, seven students got the scores of 50. in other words, ten students (25%) belong to poor to average category.

Three students got the scores of 45, six students got the scores of 40, two students got the scores of 35 and belong to poor category

## **2. The data presentation of interview**

The writer used interview as qualitative research to support the data for quantitative research. The indicators of questions generated in the operational concept of this paper. This interview was conducted for fifteenth students. The conversation between students and writer could be drawn as follows:

## a. Conversation 1

The writer : Do you like study English?

Students 1 : Yes, I do.

The writer : What is your problem when you studied English?

Students 1 : I am not master the tenses in English, So, I difficult.

Actually, we should have additional time to learn English,because the time is not enough to learn English more.

The writer : So, when you did the test about passive voice, what is your problem?

Students 1 : I do not remember the verb in past participle. Beside that, I seldom to review the lesson although I do not understand the lesson.

The writer : Ok, I think its enough. Thanks for your answer.

Students 1 : you are welcome.

## b. Conversation 2

The writer : Do you like study grammar, especially passive voice?

Students 2 : I do not really like it.

The writer : So, what is your problems in identifying passive voice in reading text?

Students 2 : I don't know.

The writer : How about the way of teaching of your English teacher? Do you enjoy the class?

Students 2 : Yes, I like her teaching method. But, I have problem in understanding the material of English. I do not mativate in study English, its my problem.

The writer : Ok, I think its enough the question from me. Thank for you answer.

Students : Ok.

#### c. Conversation 3

The writer : Do you know the formula of passive voice?

Students 3 : Yes, it is subject + tobe + Verb3 + Object.

The writer : Do you pay attention when the teacher explains the material about passive voice?

Students 3 : Yes, I do. But, sometimes I do not pay attention to the teacher explanation, because my friends disturb me.

The writer : Ok, I think its enough. Thanks for your answer.

Students 3 : You are welcome.

#### d. Conversation 4

The writer : Do you like study English?

Students 4 : Mmm, yes.

The writer : Do you always review the lesson that given by the teacher at home?

Students 4 : No, I don't, because my family are not support me in study. My brothers always disturbing me.

The writer : What is your problem in study English?

Students 4 : English is very difficult to read and to write, its make me seldom to do the homework and review the lesson at home.

The writer : Ok, I think it's enough, thank for your time.

Students 4 : Ok.

#### e. Conversation 5

The writer : What is your opinion about English subject, especially grammar?

Students 5 : English is very difficult for me. We get difficulties to understand the English grammar because of the difficulty of English it self as a foreign language. And it has some regulation, so it make more complicated.

The writer : So, when you did the test about passive voice, what is your problem?

Students 5 : I cannot to identifying passive voice in reading text because sometimes forget formula of passive voice.

The writer : Ok, thank for your time. Have a nice day.

Students 5 : Thank you

f. Conversation 6

The writer : What do you think about identifying passive voice in reading text?

Students 6 : I think it is complicated, because are method in identifying passive voice. So, I don't know where to take it.

The writer : Do you think your teachers explanation is enough for your understanding in English?

Students 6 : I don't think so, because it is hard to understand English subject.

The writer : How about your friends?do you help you to study English?

Students 6 : Yes, sometimes. But I think it is not enough for me, because they do not really understand about it.

The writer : Ok, thank for your time. Have a nice day.

Students 6 : Thank you

g. Conversation 7

The writer : Do you like study English?

Students 7 : No, I do not.

The writer : Why??

Students 7 : Because I do not understand how to speak in English.

- The writer : Can you answer the test given by me?
- Students 7 : No, I can't. I do not identify passive voice in reading text.
- The writer : Do you enjoy in the class when did the test?
- Students 6 : No, I don't. because the other friends made noise in the class, it is very disturb me.
- The writer : How about your family?are they support you in learning?
- Students 7 : No, they have to work.
- The writer : Ok, thank you very much for your time.
- Students 7 : Ok.

#### h. Conversation 8

- The writer : Do you enjoy the English class?
- Students 8 : No, I do not. Because the teacher is very monotones in learning English.
- The writer : Do you always revise the lesson that given by the teacher at home?
- Students 8 : No, I do not. My family is not support me.
- The writer : Have you study with your friends about English subject?
- Students 8 : Yes, I have. But I think they are same with me. They are not really understood about it.
- The writer : Ok, thank you very much for your time.
- Students 8 : You are welcome.

## i. Conversation 9

The writer : Do you enjoy in the class when did the test?

Students 9 : No, I don't. because the others friends made noise in the class, it is very disturb me. They do not care with my understanding about English.

The writer : How about the way of teaching of your English teacher? Do you enjoy the class?

Students 9 : I don't think so, the teachers' explanation is not interesting and monotones. It me make bored.

The writer : Ok, I think its enough. Thanks for your answer.

Students 9 : you are welcome.

## j. Conversation 10

The writer : Do you know the formula of passive voice?

Students 10 : No, I don't.

The writer : Do you pay attention when the teacher explains the material about passive voice?

Students 10 : Yes, I do. But, sometimes I do not pay attention to the teacher explanation, because my friends disturb me.

The writer : Ok, I think its enough. Thanks for your answer.

Students 10 : You are welcome.

k. Conversation 11

The writer : What is your problem in learning English?

Students 11 : I am not really motivated in learning English, because my friends do not support me to study. They often influence me to play when the teacher explains the lesson.

The writer : How about your parents?

Students 11 : My parents always support me in study, but the family condition do not support. I do not have English book especially grammar book and my friends do not care with my understanding about English.

The writer : Ok, thank for your time. Have a nice day.

Students 11 : Thank you

l. Conversation 12

The writer : Do you know the passive voice?

Students 12 : Yes, I know that, but I do not understand.

The writer : Have you study about it?

Students 12 : Yes, I have. But I am not really motivated in study, especially English subject. Because it is very difficult.

The writer : How about your friends? Are they help you in study English?

Students 12 : Yes, sometimes. But I think they are same with me. They do not really understand about it.



The writer : Ok, I think it's enough, thank for your time.

Students : Ok.

#### m. Conversation 13

The writer : What do you think about identifying passive voice in reading text?

Students 13 : I think it is complicated, because are method in identifying passive voice. So, I don't know where to take it.

The writer : Do you think your teachers explanation is enough for your understanding in English?

Students 13 : I don't think so, because it is hard to understand English subject.

The writer : How about your friends?do you help you to study English?

Students 13 : Yes, sometimes. But I think it is not enough for me, because they do not really understand about it.

The writer : Ok, thank for your time. Have a nice day.

Students 13 : Thank you

#### n. Conversation 14

The writer : Do you like study grammar, especially passive voice?

Students 14 : Yes, I like it.

The writer : what is your problems in identifying passive voice in reading text?

Students 14 : I don't know.

The writer : How about the way of teaching of your English teacher? Do you enjoy the class?

Students 14 : Yes, I like her teaching method. But, I have problem in understanding the material of English. I do not mativate in study English, its my problem.

The writer : Ok, I think its enough the question from me. Thank for you answer.

Students 14 : Ok.

#### o. Conversation 15

The writer : Do you like study English?

Students 15 : No, I don't.

The writer : What is your problem when you studied English?

Students 15 : I am not master the tenses in English, So, I difficult.

Actually, we should have additional time to learn English,because the time is not enough to learn English more.

The writer : So, when you did the test about passive voice, what is your problem?

Students 15 : I do not remember the verb in past participle. Beside that, I seldom to review the lesson although I do not understand the lesson.

The writer : Ok, I think its enough. Thanks for your answer.

Students 15 : you are welcome.

## **B. The Data Analysis**

From the presentation of the data, the writer could make an interpretation about the data of this research. After giving scores of the students, the writer analyzed the mean score to find out the ability of the students in identifying passive voice in reading text. The abilities were categorizied into four categories namely, good to excellent, average to good, poor to average and poor.

**Table IV.2**

### **Recapitulation of the students' ability in identifying passive voice in reading text**

<b>No</b>	<b>Score</b>	<b>Frequency (f)</b>	<b>Total (fx)</b>
<b>1</b>	<b>85</b>	<b>1</b>	<b>85</b>
<b>2</b>	<b>80</b>	<b>2</b>	<b>160</b>
<b>3</b>	<b>75</b>	<b>2</b>	<b>150</b>
<b>4</b>	<b>70</b>	<b>1</b>	<b>70</b>
<b>5</b>	<b>65</b>	<b>7</b>	<b>455</b>

<b>6</b>	<b>60</b>	<b>6</b>	<b>360</b>
<b>7</b>	<b>55</b>	<b>2</b>	<b>110</b>
<b>8</b>	<b>50</b>	<b>8</b>	<b>400</b>
<b>9</b>	<b>45</b>	<b>3</b>	<b>135</b>
<b>10</b>	<b>40</b>	<b>6</b>	<b>240</b>
<b>11</b>	<b>35</b>	<b>2</b>	<b>70</b>
		<b>40</b>	<b>2235</b>

To calculate the mean score of the students, the following formula used:

$$M = \frac{\sum fx}{N}$$

$$M = \frac{2235}{40} = 55.8$$

Based on of the mean score of the students, it can be concluded that the ability of the second year students in identifying passive voice in reading textis in poor to average level 55.8 (50-59).

**Table IV.3**

**Percentage of students' ability in identifying passive voice in reading text**

<b>No</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Ability level</b>
<b>1</b>	<b>81-100</b>	<b>3</b>	<b>7.5%</b>	<b>Good to excellent</b>
<b>2</b>	<b>60-79</b>	<b>16</b>	<b>40%</b>	<b>Average to good</b>

<b>3</b>	<b>50-59</b>	<b>10</b>	<b>25%</b>	<b>Poor to average</b>
<b>4</b>	<b>0-49</b>	<b>11</b>	<b>27.5%</b>	<b>Poor</b>

From the table above, it indicated that out of 40 students who took the test, there were 3 students (7.5%) were in good to excellent level, 16 students (40%) were in average to good level, 10 students (25%) were in poor to average level, 11 students (27.5%) were in poor level.

To analyze the problems faced by the students in identifying passive voice in reading text, the writer completed the information through interview. Based on those dialogues writer and students, it was found that students there were many factors that influence the students' ability in identifying passive voice in reading text. The factors are:

a. The students

Based on the data that have been collected from interview, it can be seen that the students did not master the tenses well. Moreover, the students are not motivated in studying English. It can be proved that they did not pay attention when their teacher explanation the material. And some of the students did not review the lesson although they did not understand the lesson.

b. The teacher

Based on the finding, it clear that the teacher did have not enough time to explain the material, because of the limited time. And some of the students did

not enjoy the class, because the teachers method was interesting and monotones.it clear that the teacher.

c. The parents

In teaching and laerning process, parents is one of supports to get successful. But, the students family, peers, and environment did not support the students in learning English.

## **CHAPTER V**

### **CONCLUSION AND SUGESTION**

#### **A. Research Conclusion**

Based on the data analysis in the previous chapter, the writer draws some conclusions the students ability in identifying passive voice in reading text. Based on the result of the study presented in chapter IV, the writer concludes that the ability of second year students of SMAN 3 Teluk Kuantan in identifying passive voice in reading text is in poor to average level (55.8). it means most of the second year students of SMAN 3 Teluk Kuantan are not able to identify passive voice in reading text.

The students had many factors that influence the students in identifying passive voice in reading text. The internal factors that influence the students' ability in identifying passive voice in reading text are : some of them did not master the tenses well, some of them did not review the lesson, some of them could memorize verb past participle, some of them were not motivated in studying English, some of them did not pay attention to the teacher is explanations.

The external factors that influence the students ability in identifying passive voice in reading text are teachers' method, class condition, environment, family environment, peers, and parents.

**B. Suggestion**

## 1. Suggestion for the students

- a. Study hard in order to understand English well.
- b. Increase their ability in passive voice.
- c. Ask the teacher if he/she does not understand the material

## 2. Suggestion for the teacher

- a. Motivate the students to study more about English.
- b. Manage the time schedule for studying English.
- c. Use varied methods in teaching.
- d. Must construct the good ways by adding more attention in teaching and learning process.



## BIBLIOGRAPHY

- Allen, Stannard, W. *Living English Structure*. Malaysia: Longman Group UK Limited. 1974
- Alter, J. B. *Essential English Usage and Grammar*. Jakarta: Bina Rupa Aksara. 1991.
- Anas, Sudjono. *Pengantar Statistik Pendidikan*. Jakarta: PT Raja Grafindo, 2004.
- Azar, Betty S. *Understanding and Using English Grammar*. Second Edition. New Jersey: Prentice Hall Regents. 1989.
- \_\_\_\_\_, *Fundamental of English Grammar*. New Jersey: Prentice Hal. 1952
- Frank, Marcella. *A Practical Reference Guide*. New Jersey: Prentice Hall, Englewood Ciffs. 1972.
- Gay, LR. and Peter Airasian. *Educational Research*. The United Stated of America: Merrie Publishing Company. 1987.
- Harris. *Testing English as a Second Language*. Bombay: Goer getown University. 1987.
- Hornby, A. S. *Oxford Advanced Learners' Dictionary of Current English*. Oxford University Press. 1992.
- Krohn, Robert. *English Sentence Structure*. Machigan: University of Michigan Press. 1986.
- Lado, M, J. *Mastering English Grammar and Idioms*. Jakarta. 1986.
- Merina Septy. "Error Analysis of Constructing English Passive Voice at the Eleventh Grade Students of SMAN 2 Mandau. Thesis Unpublished. 2009".
- Oxford, *Oxford learners' Pocket Dictionary*. Oxford University Press. 2003.
- Pyle, Michel A and Munoz Page. *Cliffs Toefl Preparation Guide Test of English AS Foreign Language*. USA: Nebraska. 1995.
- Swan, Michael. *Practical English Usage*. Oxford: Oxford University PRESS. 1980.
- Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta. 2006.

Syafi'I . *A writing of English for Academic Purpose*. Pekanbaru: LBSI. 2007.

Thomson. AJ. and A.V. Martinet. *Practical English Grammar*. Oxford: Oxford University Press.1986.

Tohirin, M. S. M.Pd. *Psychology Pembelajaran Pendidikan Agama Islam*. PT Raja Grafindo Persada. Jakarta.2005.

Yulia Tirta Lestari. "Students Difficulties in Differentiating between Main Ideas and Supporting Ideas in Reading Text at the Second Year of SMPN 6 Teluk Kuantan. Thesis Unpublished.2009".

## **Appendix 1**

### **RESEARCH INSTRUMENT**

Name :.....

- Direction : 1. This test is only for research purpose.
2. The result of this test does not influence your grades.
3. Answer the question below based on your opinion.
4. Thank you very much for you kindness in answering the question.

#### **Underlined the passive voice in reading text below**

##### **TEXT 1**

It was announced today that oil had been discovered off the coast of a small island nation in the Caribbean . This is considered a very important development. It came as a surprise, since it had been believed that no oil existed there. The prime minister declared that drilling rights would be given to private companies.

The oil companies will be required to give proof of their capability of extracting the oil economically. Applications will be accepted for a period of sixty days, beginning March 1. the oil companies will be asked to sign an agreement to pay a percentage of their profits to the Department of Transportation. Some of these funds will be used to build highways, some will be spent on the study of solar energy. With the world's oil supply becoming scarce, other kinds of fuel will have to be utilized.

(Adopted from: Look Ahead)

## **TEXT 2**

Many people read the newspaper everyday. Some people have it delivered to their homes, some buy it at the newsstand and other just borrow it from their friends or neighbours. Newspaper has become an important mass media now. It delivers messages and information to a large number of people. Most of people need it to know the latest news in a certain region, country, even in the world. They need actual news which is happening at the local area or in the city such as crime, accident, sport competition, entertainment, art, and culture, etc.

The readers can find news and articles in a newspaper. The news is usually written by journalists or reporters who work for the publisher. Articles are written by the columnist who are experts in various kinds of science, such as education, economics, politics and social relation. They can also find the information about the weather, the films, the TV programmes, advertisements, vacancy of jobs, etc.

(Adopted from: Look Ahead)

## **TEXT 3**

The materials which are supplied by the earth, that is by nature are called natural resources. Some natural resources can be used again and again. They are called renewable resources. Some areas of the earth have been supplied with a lot of certain natural resources. Others have few natural resources, or perhaps none at all. Japan, for example, imports iron sand from Indonesia because this country has only few certain kinds of natural resources. The country will try to get ones from other countries.

The important parts to the earth's surface provide many of our natural resources. Water is a natural resource. We get wood from our forest. Wood is a natural resource.

The mineral we use come from the inside of the earth, gold, silver, and copper are minerals. Air too is a natural resources. In fact it is one of our most important natural resources. We will die without enough air to breathe. In some cities the air has become polluted because cars and other motor vehicle emit gas that mixes with the air. Steps now are being taken to make the air clean to keep it clean.

(Adopted from: Look A head)

## **LIST OF TABLES**

### **CHAPTER III**

Table III. 1 The population and sample.....27

Table III. 2 The classification of level proficiency.....30

### **CHAPTER IV**

Table IV. 1 The result of the test.....32

Table IV. 2 Recapitulation of the students' ability in identifying passive voice in reading  
text.....44

Table IV. 3 The percentage of students' ability in identifying passive voice in reading  
text.....45

## **Appendix II**

### **KEY ANSWERS**

- 1. It was announced today.**
- 2. That oil had been discovered off the coast of a small island nation in the caribbean.**
- 3. This is considered a very important development.**
- 4. since it had been believed that no oil existed there.**
- 5. That drilling rights would be given to private companies.**
- 6. The oil companies will be required to give proof of their capability of extracting the oil economically.**
- 7. Application will be accepted for a period of sixty days, beginning March 1.**
- 8. The oil companies will be asked to sign an agreement to pay a percentage of their prrofits to the Department of Transpoertaion.**
- 9. Some of these funds will be used to build highways.**
- 10. Some will be spent on the study of solar energy.**
- 11. Other kinds of fuel will have to be utilized.**
- 12. Newspaper has becomes an important mass media now.**
- 13. The news is usually written by journalists.**
- 14. Articles are written by the columnist.**
- 15. The materials which are supplied by the earth.**
- 16. That is by nature are called natural resources.**

- 17. Some natural resources can be used again and again.**
- 18. They are called renewable resources.**
- 19. Some areas of the earth have been supplied with a lot of certain.**
- 20. Steps now are being taken to make the air clean to keep it clean.**



## Appendix III

### INTERVIEW

#### a. Conversation 1

- The writer : Do you like study English?
- Students 1 : Yes, I do.
- The writer : What is your problem when you studied English?
- Students 1 : I am not master the tenses in English, So, I difficult.  
Actually, we should have additional time to learn English,because the time is not enough to learn English more.
- The writer : So, when you did the test about passive voice, what is your problem?
- Students 1 : I do not remember the verb in past participle. Beside that, I seldom to review the lesson although I do not understand the lesson.
- The writer : Ok, I think its enough. Thanks for your answer.
- Students 1 : you are welcome.

#### b. Conversation 2

- The writer : Do you like study grammar, especially passive voice?
- Students 2 : I do not really like it.
- The writer : So, what is your problems in identifying passive voice in reading text?
- Students 2 : I don't know.
- The writer : How about the way of teaching of your English teacher? Do you enjoy the class?
- Students 2 : Yes, I like her teaching method. But, I have problem in understanding the material of English. I do not mativate in study English, its my problem.
- The writer : Ok, I think its enough the question from me. Thank for you answer.
- Students : Ok.

c. Conversation 3

- The writer : Do you know the formula of passive voice?
- Students 3 : Yes, it is subject + to be + Verb3 + Object.
- The writer : Do you pay attention when the teacher explains the material about passive voice?
- Students 3 : Yes, I do. But, sometimes I do not pay attention to the teacher explanation, because my friends disturb me.
- The writer : Ok, I think it's enough. Thanks for your answer.
- Students 3 : You are welcome.

d. Conversation 4

- The writer : Do you like study English?
- Students 4 : Mmm, yes.
- The writer : Do you always review the lesson that given by the teacher at home?
- Students 4 : No, I don't, because my family are not support me in study. My brothers always disturbing me.
- The writer : What is your problem in study English?
- Students 4 : English is very difficult to read and to write, it's make me seldom to do the homework and review the lesson at home.
- The writer : Ok, I think it's enough, thank for your time.
- Students 4 : Ok.

e. Conversation 5

- The writer : What is your opinion about English subject, especially grammar?
- Students 5 : English is very difficult for me. We get difficulties to understand the English grammar because of the difficulty of English it self as a foreign language. And it has some regulation, so it make more complicated.
- The writer : So, when you did the test about passive voice, what is your problem?

Students 5 : I cannot to identifying passive voice in reading text because sometimes forget formula of passive voice.

The writer : Ok, thank for your time. Have a nice day.

Students 5 : Thank you

f. Conversation 6

The writer : What do you think about identifying passive voice in reading text?

Students 6 : I think it is complicated, because are method in identifying passive voice. So, I don't know where to take it.

The writer : Do you think your teachers explanation is enough for your understanding in English?

Students 6 : I don't think so, because it is hard to understand English subject.

The writer : How about your friends?do you help you to study English?

Students 6 : Yes, sometimes. But I think it is not enough for me, because they do not really understand about it.

The writer : Ok, thank for your time. Have a nice day.

Students 6 : Thank you

g. Conversation 7

The writer : Do you like study English?

Students 7 : No, I do not.

The writer : Why??

Students 7 : Because I do not understand how to speak in English.

The writer : Can you answer the test given by me?

Students 7 : No, I can't. I do not identify passive voice in reading text.

The writer : Do you enjoy in the class when did the test?

Students 6 : No, I don't. because the other friends made noise in the class, it is very disturb me.

The writer : How about your family?are they support you in learning?

Students 7 : No, they have to work.

The writer : Ok, thank you very much for your time.

Students 7 : Ok.

h. Conversation 8

The writer : Do you enjoy the English class?

Students 8 : No, I do not. Because the teacher is very monotones in learning English.

The writer : Do you always revise the lesson that given by the teacher at home?

Students 8 : No, I do not. My family is not support me.

The writer : Have you study with your friends about English subject?

Students 8 : Yes, I have. But I think they are same with me. They are not really understood about it.

The writer : Ok, thank you very much for your time.

Students 8 : You are welcome.

i. Conversation 9

The writer : Do you enjoy in the class when did the test?

Students 9 : No, I don't. because the others friends made noise in the class, it is very disturb me. They do not care with my understanding about English.

The writer : How about the way of teaching of your English teacher? Do you enjoy the class?

Students 9 : I don't think so, the teachers' explanation is not interesting and monotones. It me make bored.

The writer : Ok, I think its enough. Thanks for your answer.

Students 9 : you are welcome.

j. Conversation 10

The writer : Do you know the formula of passive voice?

Students 10 : No, I don't.

The writer : Do you pay attention when the teacher explains the material about passive voice?

Students 10 : Yes, I do. But, sometimes I do not pay attention to the teacher explanation, because my friends disturb me.

The writer : Ok, I think its enough. Thanks for your answer.

Students 10 : You are welcome.

k. Conversation 11

The writer : What is your problem in learning English?

Students 11 : I am not really motivated in learning English, because my friends do not support me to study. They often influence me to play when the teacher explains the lesson.

The writer : How about your parents?

Students 11 : My parents always support me in study, but the family condition do not suppport. I do not have English book especially grammar book and my friends do not care with my understanding about English.

The writer : Ok, thank for your time. Have a nice day.

Students 11 : Thank you

l. Conversation 12

The writer : Do you know the passive voice?

Students 12 : Yes, I know that, but I do not understand.

The writer : Have you study about it?

Students 12 : Yes, I have. But I am not really motivated in study, especially English subject. Because it is very difficult.

The writer : How about your friends? Are they help you in study English?

Students 12 : Yes, sometimes. But I think theya re same with me. They do not really understand about it.

The writer : Ok, I think it's enough, thank for your time.

Students : Ok.

m. Conversation 13

- The writer : What do you think about identifying passive voice in reading text?
- Students 13 : I think it is complicated, because are method in identifying passive voice. So, I don't know where to take it.
- The writer : Do you think your teachers explanation is enough for your understanding in English?
- Students 13 : I don't think so, because it is hard to understand English subject.
- The writer : How about your friends?do you help you to study English?
- Students 13 : Yes, sometimes. But I think it is not enough for me, because they do not really understand about it.
- The writer : Ok, thank for your time. Have a nice day.
- Students 13 : Thank you

n. Conversation 14

- The writer : Do you like study grammar, especially passive voice?
- Students 14 : Yes, I like it.
- The writer : what is your problems in identifying passive voice in reading text?
- Students 14 : I don't know.
- The writer : How about the way of teaching of your English teacher? Do you enjoy the class?
- Students 14 : Yes, I like her teaching method. But, I have problem in understanding the material of English. I do not mativate in study English, its my problem.
- The writer : Ok, I think its enough the question from me. Thank for you answer.
- Students 14 : Ok.

o. Conversation 15

- The writer : Do you like study English?
- Students 15 : No, I don't.
- The writer : What is your problem when you studied English?
- Students 15 : I am not master the tenses in English, So, I difficult.

Actually, we should have additional time to learn English, because the time is not enough to learn English more.

The writer : So, when you did the test about passive voice, what is your problem?

Students 15 : I do not remember the verb in past participle. Beside that, I seldom to review the lesson although I do not understand the lesson.

The writer : Ok, I think its enough. Thanks for your answer.

Students 15 : you are welcome.

## Appendix IV

### THE RESULT OF THE TEST

No	Respondents	Number of test items																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	S1	1	1	0	1	0	0	1	1	1	0	1	1	0	1	1	1	1
2	S2	1	0	1	1	1	0	1	0	1	1	0	0	1	0	1	1	0
3	S3	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1
4	S4	0	1	0	1	0	0	0	1	0	1	0	0	1	0	0	0	1
5	S5	1	0	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1
6	S6	1	1	1	1	0	0	1	0	1	1	0	0	0	0	0	0	0
7	S7	0	0	0	1	0	0	1	1	1	0	1	0	0	1	1	1	1
8	S8	0	1	1	1	0	0	0	1	0	0	0	1	1	1	0	0	1
9	S9	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	0	1
10	S10	0	0	0	1	0	0	1	0	1	0	1	0	0	1	0	1	0
11	S11	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	0	1
12	S12	1	1	1	1	0	1	0	1	1	1	1	0	1	0	0	0	0
13	S13	1	0	1	0	1	0	1	1	0	0	0	1	0	1	1	1	0
14	S14	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	0	0
15	S15	1	0	1	0	1	1	0	0	1	1	1	0	0	1	1	0	1
16	S16	0	1	1	1	0	1	1	1	0	0	0	1	1	1	0	0	1
17	S17	1	0	0	1	1	0	1	0	1	1	1	0	1	1	1	1	0
18	S18	1	1	1	0	0	1	0	1	0	0	1	1	0	0	1	0	1
19	S19	1	0	1	1	1	1	1	0	1	1	0	1	0	1	0	0	0
20	S20	1	1	0	1	1	0	0	1	0	0	1	0	1	0	1	1	0
21	S21	0	1	1	0	1	1	1	1	1	1	0	1	0	0	1	0	1
22	S22	1	1	1	1	0	0	1	1	1	1	1	0	1	1	0	1	0
23	S23	1	0	1	1	1	1	0	0	1	1	0	0	0	0	1	0	0
24	S24	1	1	0	0	1	0	1	1	1	1	1	1	1	1	0	0	0
25	S25	1	1	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1
26	S26	0	0	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0
27	S27	0	1	0	1	1	1	1	0	1	0	1	0	0	1	0	0	0
28	S28	1	1	1	0	1	1	1	1	1	0	0	0	0	0	1	1	1
29	S29	1	1	0	1	0	0	0	1	1	1	1	1	1	0	0	0	1
30	S30	1	1	1	0	1	1	1	0	0	1	0	0	1	1	0	0	0
31	S31	0	0	1	1	1	1	0	1	1	1	1	0	0	0	1	1	0
32	S32	1	1	1	0	0	1	0	0	1	1	0	0	0	0	0	0	0
33	S33	1	1	1	0	0	1	1	0	1	1	0	1	1	1	0	0	1
34	S34	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1
35	S35	0	0	1	0	1	1	1	0	1	1	1	1	1	0	0	0	0
36	S36	1	1	0	1	0	1	1	1	0	1	0	1	0	0	1	1	1
37	S37	1	1	1	0	1	0	1	0	0	0	0	0	0	1	0	0	0
38	S38	0	1	1	0	1	0	1	0	0	0	0	0	0	1	0	0	0
39	S39	0	0	0	1	0	1	0	1	1	1	1	0	1	0	1	1	1
40	S40	1	0	1	1	0	1	1	0	0	0	0	0	1	0	1	1	0
Total		27	24	28	24	22	25	26	25	28	25	19	18	21	20	22	17	19



## **Appendix V**

### **THE STUDENTS ABILITY IN IDENTIFYING PASSIVE VOICE IN READING TEXT**

<b>Students</b>	<b>Correct Answer</b>	<b>Score</b>	<b>Classification</b>	<b>Percentage</b>
<b>S34</b>	<b>17</b>	<b>85</b>	<b>Good to excellent</b>	<b>7.5%</b>
<b>S3</b>	<b>16</b>	<b>80</b>	<b>Good to excellent</b>	
<b>S25</b>	<b>16</b>	<b>80</b>	<b>Good to excellent</b>	
<b>S5</b>	<b>15</b>	<b>75</b>	<b>Average to good</b>	
<b>S22</b>	<b>15</b>	<b>75</b>	<b>Average to good</b>	
<b>S1</b>	<b>14</b>	<b>70</b>	<b>Average to good</b>	

<b>S11</b>	<b>13</b>	<b>65</b>	<b>Average to good</b>	<b>40%</b>
<b>S16</b>	<b>13</b>	<b>65</b>	<b>Average to good</b>	
<b>S17</b>	<b>13</b>	<b>65</b>	<b>Average to good</b>	
<b>S21</b>	<b>13</b>	<b>65</b>	<b>Average to good</b>	
<b>S26</b>	<b>13</b>	<b>65</b>	<b>Average to good</b>	
<b>S28</b>	<b>13</b>	<b>65</b>	<b>Average to good</b>	
<b>S33</b>	<b>13</b>	<b>65</b>	<b>Average to good</b>	
<b>S7</b>	<b>12</b>	<b>60</b>	<b>Average to good</b>	
<b>S13</b>	<b>12</b>	<b>60</b>	<b>Average to good</b>	
<b>S19</b>	<b>12</b>	<b>60</b>	<b>Average to good</b>	
<b>S31</b>	<b>12</b>	<b>60</b>	<b>Average to good</b>	
<b>S36</b>	<b>12</b>	<b>60</b>	<b>Average to good</b>	
<b>S39</b>	<b>12</b>	<b>60</b>	<b>Average to good</b>	
<b>S9</b>	<b>11</b>	<b>55</b>	<b>Poor to average</b>	<b>25%</b>
<b>S4</b>	<b>11</b>	<b>55</b>	<b>Poor to average</b>	
<b>S24</b>	<b>10</b>	<b>50</b>	<b>Poor to average</b>	
<b>S2</b>	<b>10</b>	<b>50</b>	<b>Poor to average</b>	
<b>S12</b>	<b>10</b>	<b>50</b>	<b>Poor to average</b>	
<b>S15</b>	<b>10</b>	<b>50</b>	<b>Poor to average</b>	
<b>S20</b>	<b>10</b>	<b>50</b>	<b>Poor to average</b>	
<b>S29</b>	<b>10</b>	<b>50</b>	<b>Poor to average</b>	
<b>S30</b>	<b>10</b>	<b>50</b>	<b>Poor to average</b>	
<b>S40</b>	<b>10</b>	<b>50</b>	<b>Poor to average</b>	

<b>S8</b>	<b>9</b>	<b>45</b>	<b>Poor</b>	<b>27.5%</b>
<b>S18</b>	<b>9</b>	<b>45</b>	<b>Poor</b>	
<b>S35</b>	<b>9</b>	<b>45</b>	<b>Poor</b>	
<b>S4</b>	<b>8</b>	<b>40</b>	<b>Poor</b>	
<b>S10</b>	<b>8</b>	<b>40</b>	<b>Poor</b>	
<b>S23</b>	<b>8</b>	<b>40</b>	<b>Poor</b>	
<b>S27</b>	<b>8</b>	<b>40</b>	<b>Poor</b>	
<b>S32</b>	<b>8</b>	<b>40</b>	<b>Poor</b>	
<b>S37</b>	<b>8</b>	<b>40</b>	<b>Poor</b>	
<b>S6</b>	<b>7</b>	<b>35</b>	<b>Poor</b>	
<b>S38</b>	<b>7</b>	<b>35</b>	<b>poor</b>	